



Sandhills Intermediate

140 Lewis Rast Road
Swansea, SC 29160

Grades	5-6 Elementary School	
Enrollment	495 Students	
Principal	Ms. Sara Ankrapp	803-568-1250
Superintendent	Dr. Linda G. Lavender	803-568-1000
Board Chair	Mrs. Shelia Parkman	803-568-2786

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Average	Average
2006	Below Average	Below Average
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

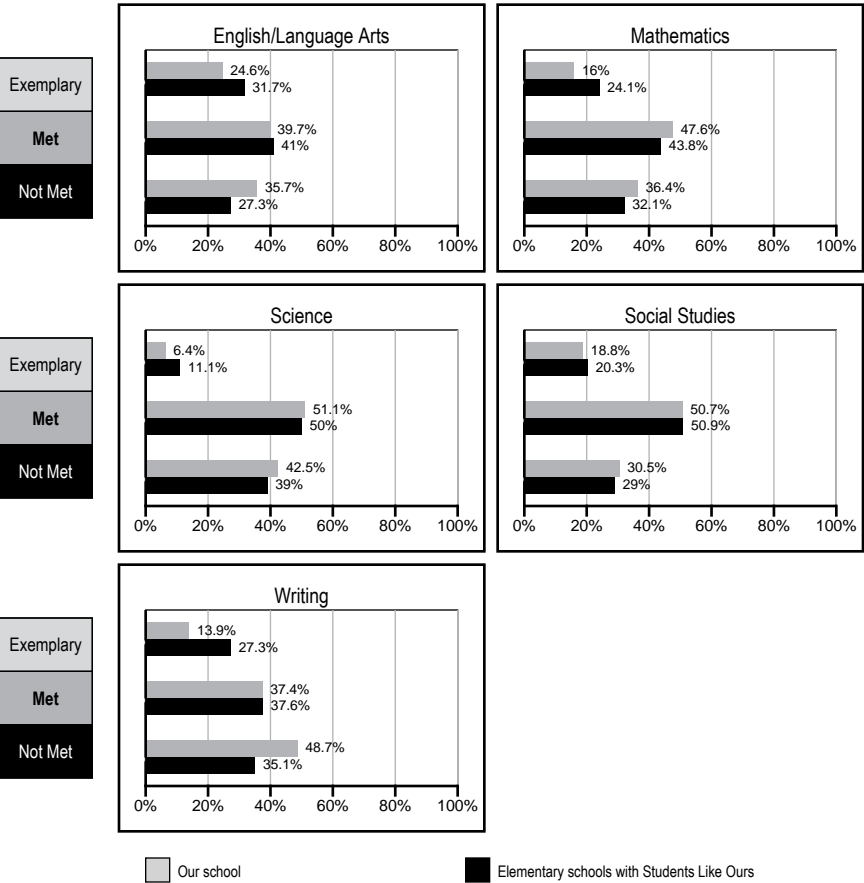
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	10	89	13	1

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=495)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.4%	No Change	2.5%	1.9%
Attendance rate	95.1%	No Change	96.1%	96.3%
Eligible for gifted and talented	11.3%	Down from 11.6%	7.5%	10.0%
With disabilities other than speech	18.1%	Up from 17.0%	8.9%	7.7%
Older than usual for grade	0.6%	Down from 0.9%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	45.5%	Down from 55.6%	57.7%	59.4%
Continuing contract teachers	69.7%	Up from 63.9%	82.1%	80.0%
Teachers with emergency or provisional certificates	3.8%	Down from 8.3%	0.0%	0.0%
Teachers returning from previous year	79.2%	Down from 79.6%	86.5%	85.9%
Teacher attendance rate	93.5%	Down from 94.2%	95.0%	95.1%
Average teacher salary*	\$42,319	Up 3.5%	\$46,786	\$47,149
Professional development days/teacher	11.5 days	Up from 11.2 days	11.8 days	11.1 days
School				
Principal's years at school	1.0	No Change	5.0	4.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 19.5 to 1	18.6 to 1	18.8 to 1
Prime instructional time	86.8%	Down from 87.4%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.5%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,228	Up 3.9%	\$7,385	\$7,458
Percent of expenditures for instruction**	60.2%	Down from 61.9%	68.5%	68.8%
Percent of expenditures for teacher salaries**	55.3%	Up from 53.1%	61.2%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Sandhills Intermediate School's vision is to prepare lifelong learners for challenges of the 21st century. Always keeping the best interests of our students in mind, we have focused our efforts in four main areas this year. These include our mathematics and literacy coaches, Keeping Learning on Track (KLT), growing our professional learning communities, and continuing Positive Behavior Interventions and Supports.

Students and teachers interact with two specialists in reading and mathematics. These coaches share and model "best practices" with teachers and students. They lead teachers in discussions about literacy and mathematics and provide assistance to teachers and students in areas of need.

A team of teachers trained in KLT strategies will be training their colleagues next year. KLT is a system of formative assessment techniques that can be applied across content areas in order to improve academic achievement.

Through a State Improvement Grant, our school utilizes an instructional approach to behavior for all students known as Positive Behavior Interventions and Supports (PBIS). Emphasis on positive behavior and respect is highlighted.

To best meet needs of all learners, we will continue to utilize a literacy coach across all content areas. We will offer single-gender classes as a school choice to our fifth grade students. Teachers will continue to work as professional learning communities. They will be in teams by the content they are teaching and will be analyzing data from student work, applying All Kinds of Minds strategies in their classrooms, planning units of study, and strengthening formative and summative assessments. We will also increase opportunities for parent involvement through PTO meetings, curriculum focus nights, cyber safety awareness, grandparents' breakfast, and family book clubs.

Lacey Barber, Chairperson, School Improvement Council
 Sara J. Ankrapp, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	226	128
Percent satisfied with learning environment	100.0%	82.1%	77.8%
Percent satisfied with social and physical environment	100.0%	81.8%	74.8%
Percent satisfied with school-home relations	90.0%	85.0%	76.0%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	491	99.8	35	40.7	24.3	76.1	74.6	82.8	Yes	Yes
Gender										
Male	252	100	43.6	35.5	20.9	68.4	69.9	79.3	N/A	N/A
Female	239	99.6	26.1	46	27.9	84.1	79.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	348	100	32.1	39.3	28.5	76.6	76.5	89.5	Yes	Yes
African American	114	99.1	44.2	43.3	12.5	75	69.5	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	25	100	26.3	52.6	21.1	73.7	69.9	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	94	100	67.1	27.1	5.9	40	33.2	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	33.3	46.7	20	66.7	64.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	349	99.7	41.5	37.4	21.1	70.3	69.2	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	491	99.6	35.7	48.4	15.9	72.1	72.2	78.9	Yes	Yes
Gender										
Male	252	99.6	37.8	47.6	14.6	69.5	70.9	77	N/A	N/A
Female	239	99.6	33.6	49.1	17.3	74.8	73.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	348	99.7	33.1	48.5	18.4	72.9	73.7	87.2	Yes	Yes
African American	114	99.1	47.1	48.1	4.8	66.3	66.2	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	25	100	15.8	47.4	36.8	89.5	75.3	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	94	98.9	69	29.8	1.2	38.1	36.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	20	40	40	86.7	69.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	349	99.4	40.2	46.4	13.4	68.8	68.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	247	99.2	41.4	51.7	6.9	58.6	64.8	67.5
Gender								
Male	124	100	43.6	49.6	6.8	56.4	65	67
Female	123	98.4	39.1	53.9	7	60.9	64.6	68
Racial/Ethnic Group								
White	181	98.9	40.7	50.6	8.7	59.3	68.7	79.5
African American	48	100	N/AV	N/AV	N/AV	50	51.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	16	100	16.7	75	8.3	83.3	64.2	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	36	100	71.9	25	3.1	28.1	35	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	13	100	N/AV	N/AV	N/AV	81.8	61	59.6
Socio-Economic Status								
Subsided meals	177	99.4	48.3	46.5	5.2	51.7	58.7	55.1

Social Studies								
All Students	245	99.2	30.1	51.3	18.6	69.9	71.7	72.3
Gender								
Male	128	98.4	35.3	47.4	17.2	64.7	70.5	71.5
Female	117	100	24.5	55.5	20	75.5	73.2	73.2
Racial/Ethnic Group								
White	169	99.4	29.6	48.4	22	70.4	73.8	80.7
African American	65	98.5	27.6	63.8	8.6	72.4	68.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	56.3	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	60	96.7	52.8	39.6	7.5	47.2	45	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	54.1	67.9
Socio-Economic Status								
Subsided meals	173	98.8	34.1	52.4	13.4	65.9	66.8	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	492	97.2	48	37.9	14	52	51.2	70.2	95.1	95
Gender										
Male	252	96	59.8	33.2	7	40.2	41.9	63.2	95.1	94.9
Female	240	98.3	36.1	42.7	21.1	63.9	61.6	77.5	95	95
Racial/Ethnic Group										
White	354	97.2	45.8	39.4	14.8	54.2	53.6	79.1	94.5	94.6
African American	111	97.3	54.4	35	10.7	45.6	45.5	57.6	96.5	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	93.8
Hispanic	23	95.7	47.4	31.6	21.1	52.6	43.2	62.6	96.5	95.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	68.7	95.6	91.8
Disability Status										
Disabled	90	90	84.2	14.5	1.3	15.8	13.5	26.1	93.5	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	18	94.4	46.7	26.7	26.7	53.3	43.6	61.2	96.7	95.8
Socio-Economic Status										
Subsidized meals	357	97.2	53.6	34.2	12.2	46.4	45	58.9	94.8	94.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	1	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	244	100	35.8	42.8	21.4	64.2
	6	244	99.6	34.5	38	27.5	65.5
	7	2	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	1	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	244	100	34.9	50.7	14.4	65.1
	6	244	99.2	36.8	45.6	17.5	63.2
	7	2	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	1	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	122	99.2	38.6	53.5	7.9	61.4
	6	122	99.2	44.8	50	5.2	55.2
	7	2	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	122	100	33.3	40.4	26.3	66.7
	6	121	98.4	27	62.2	10.8	73
	7	2	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	1	I/S	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	241	97.1	50.4	37.1	12.5	49.6
	6	249	98	45.7	38.8	15.5	54.3
	7	1	I/S	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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